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ABSTRACT

Expanding on previous collections, this book compiles 16 essays on pedagogical and child development issues stimulated by interaction with teachers, child caregivers, and early childhood teacher educators during the preceding 20 years. The essays were written in response and reaction to particular educational events or contexts that were especially provocative; these circumstances are described in introductions to each of the essays. The essays are divided into two parts: those in the first part address the developmental aspects of young children and their disposition for learning; those in the second section cover specific issues of teaching young children and of early childhood education as a professional field. The 16 essays are: (1) "What is Basic for Young Children?"; (2) "Distinctions between Self-Esteem and Narcissism: Implications for Practice"; (3) "Dispositions: Definitions and Implications for Early Childhood Practice"; (4) "Assessing the Development of Preschoolers"; (5) "Condition with Caution"; (6) "Education or Excitement?"; (7) "Pedagogical Issues in Early Childhood Education"; (8) "Five Perspectives on the Quality of Early Childhood Programs"; (9) "Teachers in Preschools: Problems and Prospects"; (10) "Mothering and Teaching: Some Significant Distinctions"; (11) "The Professional Preschool Teacher"; (12) "The Developmental Stages of Teachers"; (13) "Early Childhood Programs and Ideological Disputes"; (14) "The Nature of Professions: Where is Early Childhood Education?"; (15) "Ethical Issues in Working with Young Children"; and (16) "Helping Others with Their Teaching." Contains an author and a subject index. (HTH)